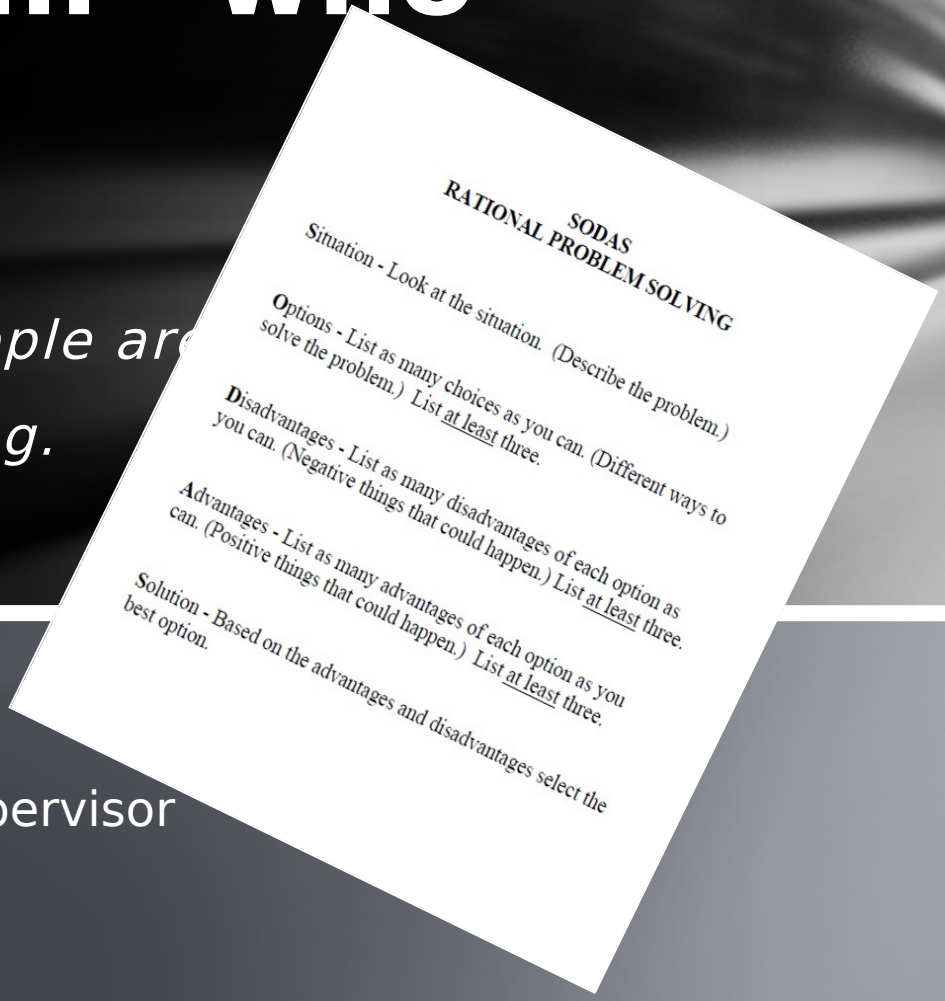
Rational Problem Solving: moving from “who” to “how”

Using SODAS where people ar

allies in solution creating.


SODAS
RATIONAL PROBLEM SOLVING
Situation - Look at the situation. (Describe the problem.)
Options - List as many choices as you can. (Different ways to solve the problem.) List at least three.
Disadvantages - List as many disadvantages of each option as you can. (Negative things that could happen.) List at least three.
Advantages - List as many advantages of each option as you can. (Positive things that could happen.) List at least three.
Solution - Based on the advantages and disadvantages select the best option.

Kurt LaRose
MSW LCSW CHT CSW Supervisor

Paul Peavy MS LMHC

What will happen today….

1:10 – 1:30 Intro and power point.

1:30 – 2:15 A Role Play – Presenters

2:15 – 3:00 A Role Play – Attendees

3:00 – 3:10 Follow-up Q & A

3:10 - ? Admin Wrap Up

A TIDBIT ABOUT SODAS…

SODAS was developed in 1973 by Jan Rosa. Information about the method is readily available on the web (see link later in slide show). It has been used in behavioral modification interventions, in behavioral health settings, with adults and children, and it has been used in group settings. The method is SO simple in its use, yet quite dynamic in all that it easily addresses

packets …

- **Several ‘goodies’ …**
  - *Gum (Yay!), Candy (Yay!)*
  - *Water (no soda?)*
  - *A little business … cards & handouts …*
- **Notebooks, Pens, Samples …**
  - *Questions/Comments during ROLE PLAYS*
  - *Discussions after the role plays are complete.*
  - *Sample Document with SODAS method & URL for your copy*
  - *Seminar Surveys*

OBJECTIVES and OUTCOMES

Observe, practice and question the SODAS method.

Remember and use the acronym (SODAS) as a guide for setting up a solution creator.

Incorporate a tool that breaks down complex decisions into steps that are progressive.

Foster collaboration where teacher and student (or other power differentiated parties) focus on how to get from a problem to a solution (where both parties contribute).

Incorporate a strategy, facilitated by the professional, that ends with some realized (written/recorded) conclusion.

Obtain a summary copy of the SODAS method, and have access to other copies for future use.

A quote that energizes students…

…I am the decisive element in the classroom. It's my … approach that creates the climate. It's my … mood that makes the weather. As a ***teacher***, I possess a tremendous power to make a ***child's*** life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated … ***a child*** humanized or dehumanized.

A modification …..

…I am the decisive element in the classroom. It's my … approach that creates the climate. It's my … mood that makes the weather. As a ***CHILD***, I possess a tremendous power to make a ***teacher's*** life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated … ***a teacher*** humanized or dehumanized.

What is SODAS?

SITUATION

| Student described | Teacher Assisted | Just one |

OPTIONS

| Three | Suggestions | If needed | Offered as a question |

DISADVANTAGES

| Three per option | Not to be 'loaded' | When 'loaded' - make suggestions | Use questions |

ADVANTAGES

| Three per option | Not to be 'loaded' | When 'loaded' - make suggestions | Use questions |

SOLUTION

| Just one | Can be done by raw tally | Can be done by weighted tally | Compare raw & weighted |

Why SODAS?

SODAS is a simple way to problem solve. It's an acronym.

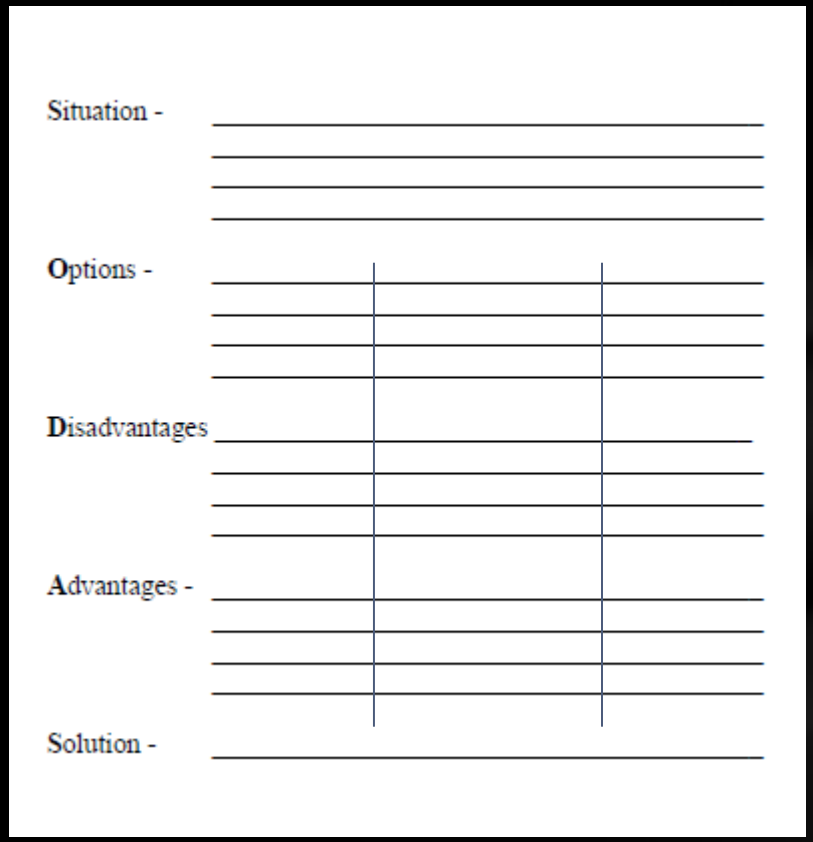
SODAS assists teens and teachers (any two parties) in collaborating for a solution. The problem is not in the person (it is not about what is wrong, or right, or what is missing or what needs to be), it is about two people finding a solution (student centered) and professional directed.

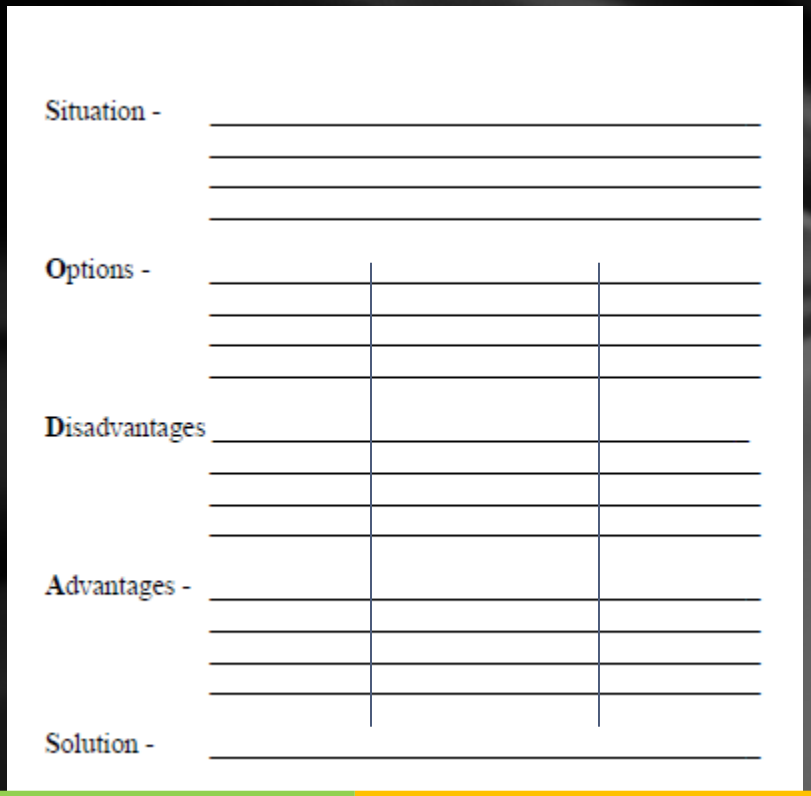
SODAS converts and even uses blame into and as a consideration. Blaming can be used as a SITUATION, or blaming can be included as a DISADVANTAGE.

SODAS encourages dialogue to get somewhere. It moves a conversation about a problem FORWARD.

Paul and Kurt Practice

Your notes, questions, comments, write them out ....Here we go ....





Raw tally is the adding of advantages & disadvantages

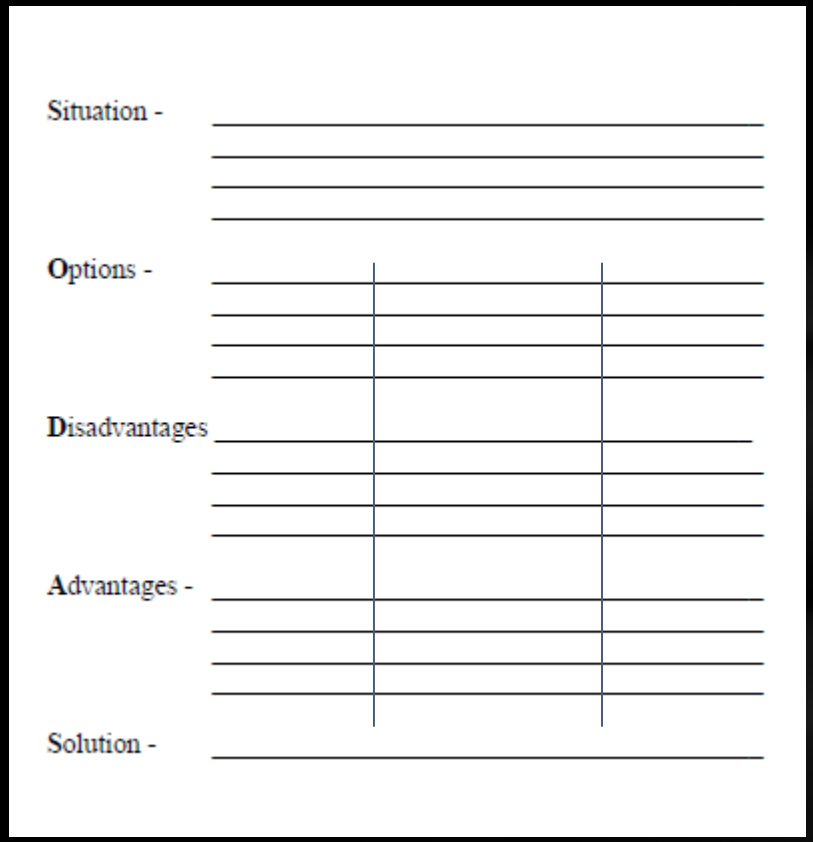
If using a Weight of importance: 0=none 1= little 2=some 3=pretty 4=very

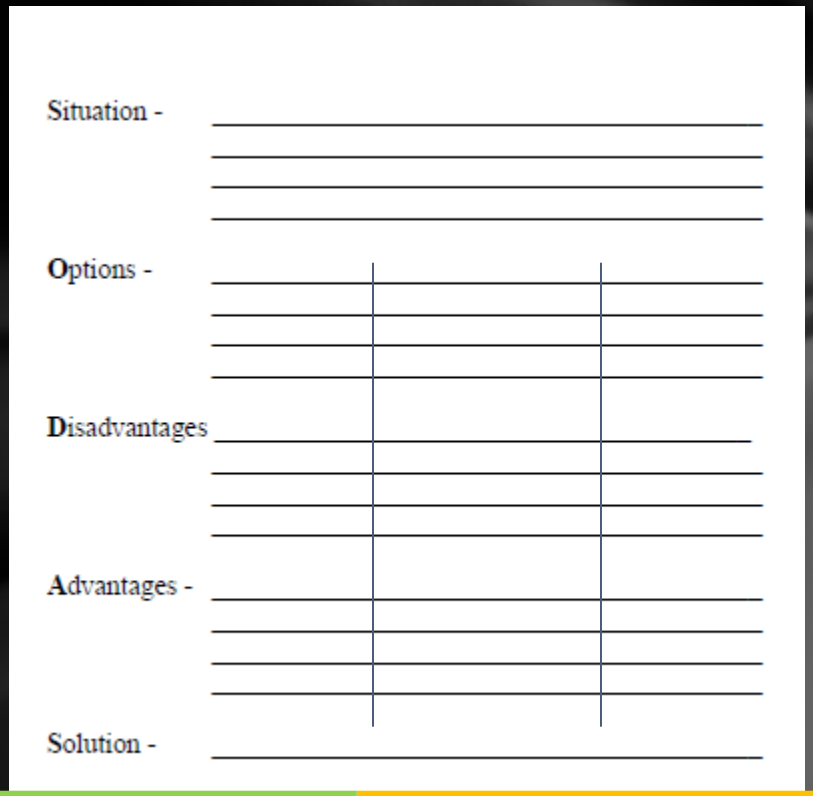
Left side Note: Divider lines were added
to help with the "3" recommended and for the

Right side Note: Raw tally and weighted notes were added as an example.
Sometimes a raw and weighted

Two volunteers

Notes, questions, comments, write them out ....





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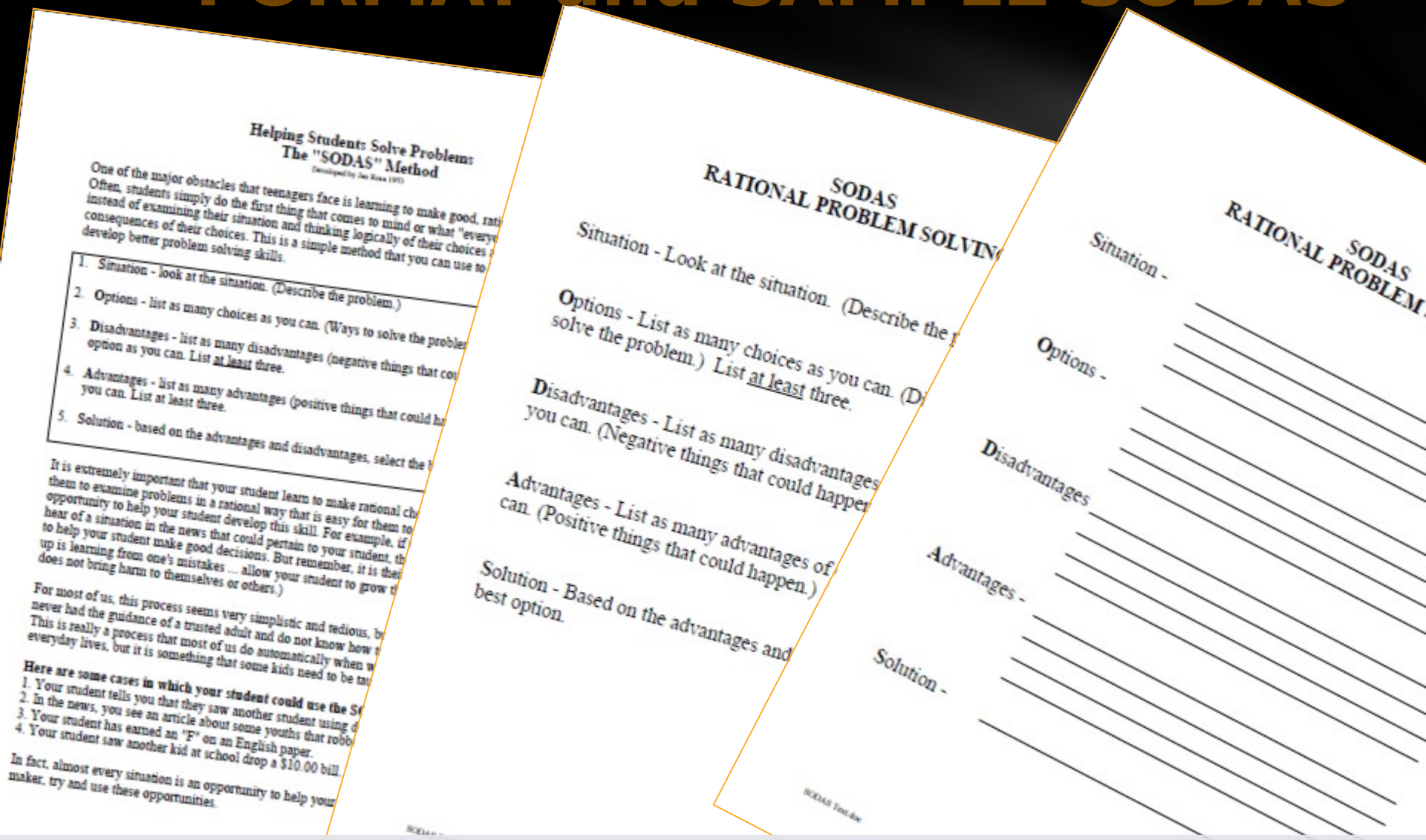
FORMAT and SAMPLE SODAS



Helping Students Solve Problems
The "SODAS" Method

One of the major obstacles that teenagers face is learning to make good, rati
Often, students simply do the first thing that comes to mind or what "everyo
instead of examining their situation and thinking logically of their choices
consequences of their choices. This is a simple method that you can use to
develop better problem solving skills.

1. Situation - look at the situation. (Describe the problem.)
2. Options - list as many choices as you can. (Ways to solve the proble
3. Disadvantages - list as many disadvantages (negative things that co
option as you can. List at least three.
4. Advantages - list as many advantages (positive things that could ha
you can. List at least three.
5. Solution - based on the advantages and disadvantages, select the

It is extremely important that your student learn to make rational ch
them to examine problems in a rational way that is easy for them to
opportunity to help your student develop this skill. For example, if
hear of a situation in the news that could pertain to your student, th
to help your student make good decisions. But remember, it is thei
up is learning from one's mistakes ... allow your student to grow t
does not bring harm to themselves or others.)

For most of us, this process seems very simplistic and tedious, b
never had the guidance of a trusted adult and do not know how t
This is really a process that most of us do automatically when w
everyday lives, but it is something that some kids need to be ta

Here are some cases in which your student could use the S
1. Your student tells you that they saw another student using d
2. In the news, you see an article about some youths that robb
3. Your student has earned an "F" on an English paper.
4. Your student saw another kid at school drop a $10.00 bill.

In fact, almost every situation is an opportunity to help your
maker, try and use these opportunities.

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Solution - Based on the advantages and
best option.

SODAS
RATIONAL PROBLEM

Situation -

Options -

Disadvantages

Advantages -

Solution -

SODAS Text.doc

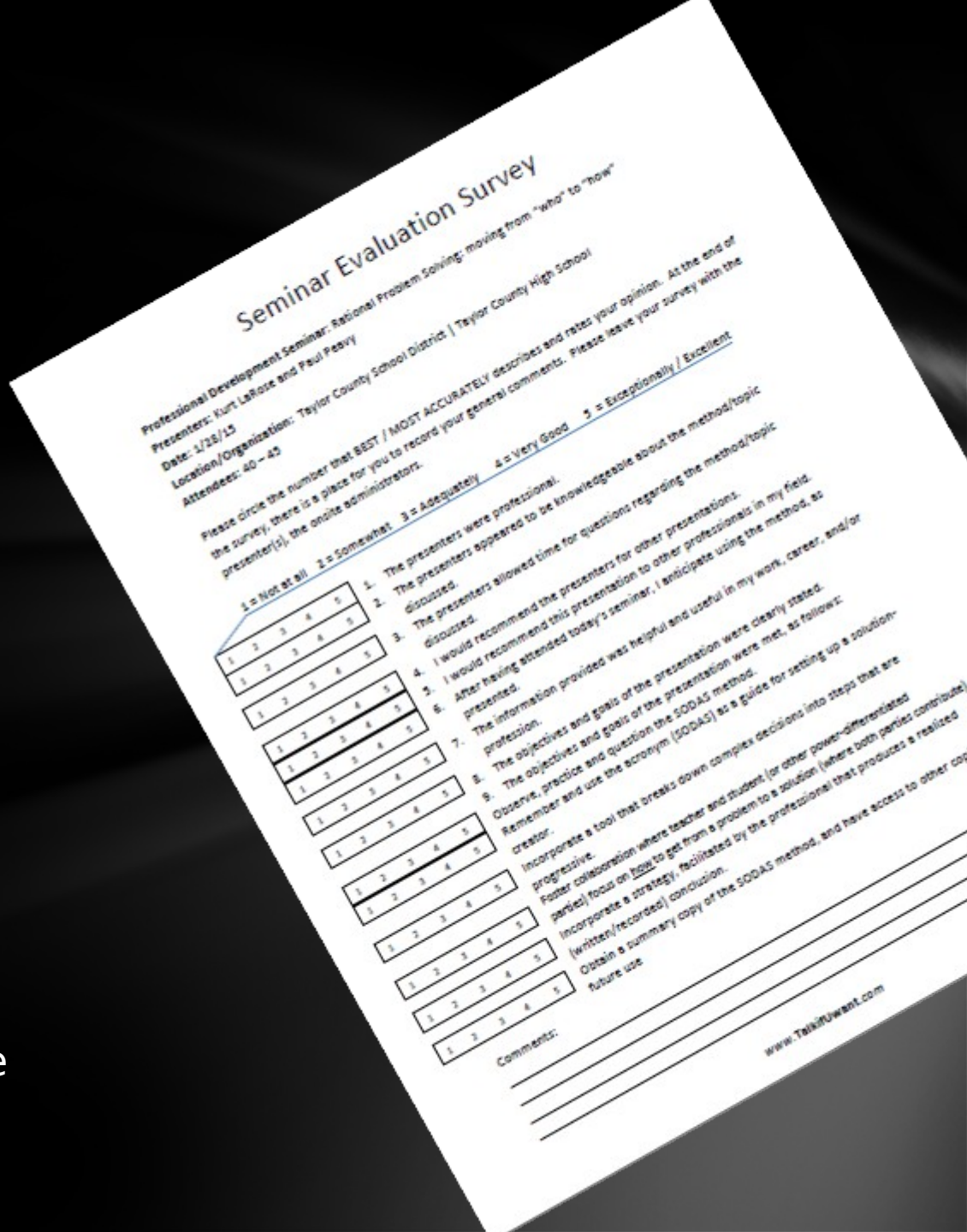
The specific handout and general information about SODAS, with a discussion regarding limitations teens bring to problem solving is printed out in a draft and sample format. The URL for the document is printed on the bottom of your handout.

Questions and Evaluations

Please check your notes to see if you've written something down that you'd like to ask.

What was it like for those who participated in a role play?

Please take a minute to give us your feedback.


Seminar Evaluation Survey
Professional Development Seminar: Rational Problem Solving: moving from "who" to "how"
Presenters: Kurt LaRose and Paul Peavy
Date: 1/28/15
Location/Organization: Taylor County School District | Taylor County High School
Attendees: 40 – 45
Please circle the number that BEST / MOST ACCURATELY describes and rates your opinion. At the end of the survey, there is a place for you to record your general comments. Please leave your survey with the presenter(s), the onsite administrators.
1 = Not at all 2 = Somewhat 3 = Adequately 4 = Very Good 5 = Exceptionally / Excellent
1. The presenters were professional.
2. The presenters appeared to be knowledgeable about the method/topic discussed.
3. The presenters allowed time for questions regarding the method/topic discussed.
4. I would recommend the presenters for other presentations.
5. I would recommend this presentation to other professionals in my field.
6. After having attended today's seminar, I anticipate using the method, as presented.
7. The information provided was helpful and useful in my work, career, and/or profession.
8. The objectives and goals of the presentation were clearly stated.
9. The objectives and goals of the presentation were met, as follows:
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Comments:
www.TalkItUwant.com